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ABSTRACT

Initial problems in developing desired social studies teachers' characteristics are identifying what good social studies instruction in the secondary school is, qualities a teacher must possess, and behaviors he or she must be able to demonstrate. Possible sources for standards are clock hours of work or number of courses; teacher recommendations; teacher role analysis; opinion survey of administrators, students, parents, and school board members; and components of existing programs which are considered successful. A standards framework that could serve as a common discussion focus for all institutions should reflect excellence (measured against an ideal, ultimate model) and quality control (norms based upon current standards). Students beginning a teacher education program should exhibit intellect, integrated personality, and capacity for growth. Before graduation, students should be evaluated for their positive attitudes, academic expertise, and professional expertise based upon the merger of educational theory and classroom practice. The conclusion is that social studies teacher education programs based upon standards of quality control and excellence can be developed when priorities are established within the social studies profession and conflicts among social studies educators over content and methods are resolved. (Author/DB)

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# Standards for Secondary Social Studies Teacher Education Programs

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## INTRODUCTION

Logically, a teacher education program for secondary social studies should be based upon a clear notion of what a good social studies teacher is. The criteria for selecting components of the program, as well as for assessing its efficacy, should derive from a set of expectations about what it is to produce. Put simply, the scenario calls first for a set of clear specifications about what is to be done, followed by some harnessing and meshing of resources to accomplish the task, and finally, a check point to insure the job was done properly.

The job need not be done as described, -- perhaps it seldom is -- and, as yet, the process has little to do with standards. The point is raised merely to draw attention to a handicap under which I operate and to a fundamental conceded weakness in this paper. Fortunately, it is not my task to characterize the good or ideal social studies teacher, but I feel the discussion is doomed to suffer because of the absence of such a profile. Unfortunately, with the exception of a few notable attempts to tackle such a characterization, there has been too little discussion of the question, including the issue of which characteristics are more significant than others (Performance Education 1973;Suggested Criteria 1974).

To intensify the problem, it also may be argued that logically any notion of the good social studies teacher must derive from a clear idea of what good social studies instruction in the secondary schools is. Having identified what good social studies instruction is, one can identify which qualities a teacher must have or the behaviors he or she must be able to demonstrate. To complete the cycle, a teacher education program may be constructed to develop the desired teacher characteristics.

Admittedly, we have distorted somewhat a highly dynamic and interactive process and forced it into a linear model for purposes of analysis. The basic fact remains, however, that a teacher education program must be a function of someone's idea of a good teacher. To the extent that such ideas are made manifest and explicitly articulated, a programs' structure and effectiveness can be analyzed and the issue of standards approached in relationship to ends.

## SOURCES OF STANDARDS

In the absence of consensually derived and explicitly stated ends or ideals, concerning teacher qualities, how can we discuss and develop standards for teacher education programs? One approach is to focus on procedural quantitative elements of programs such as clock hours of work or numbers of courses which have no direct relationship to qualitative elements. The old NCSS Standards (1971), for example, provided some basic guidance on supervisor-student teacher ratios and general screening procedures, while in 1971, the state of Indiana required a secondary social studies teacher to complete a baccalaureate degree of 124 semester hours (Engelland, 1971).

A second approach is to examine needs and problems perceived by practicing teachers and to use the findings as a basis for program development and emphases. There are a number of studies which have investigated the perceptions of both first-year and experienced teachers (Applegate and Others 1977; McIntosh 1976; Cruickshank and Others 1974: Lowe and Corbin 1970).

Taking a slightly different tack, another perspective is to identify all of the significant roles that the teacher of social studies should play in the classroom. (Ban and Others 1974; Ehman and Van Sickle 1973). This ploy may incorporate elements of the second approach, but it views the task more broadly than just from the teacher's perspective of immediate role needs.

A fourth approach to deriving standards for teacher education programs is to survey the opinions of those who will be significantly impacted by the program - school administrators, secondary students, parents, and school-board members. As those who must use the services of those produced by teacher education, this group's opinions have some relevancy for standards.

Probably, the most common approach to generating standards is tradition. This generally involves taking what has existed as a more or less successful model of a program in the past and tinkering with it a bit here and there. Some new topics in the field are incorporated, a few old ones are grudingly removed and some general

shuffling and name changing takes place. Elements of all four preceding approaches are incorporated, along with appeals to authoritative opinion within the social studies education profession.

For a number of reasons, which it is inappropriate to argue here, none of these five approaches alone are adequate to approach the issue of standards. Moreover, all five applied collectively to the problem will not obviate the need for agreement within the profession on where priorities are to be placed or how intraperspective conflicts are to be resolved.

While none of these approaches can adequately substitute for working from a carefully formulated and defended statement concerning what teacher we hope to produce, all of them, however, have some raw pragmatic value for suggesting new standards for social studies teacher education programs. In this spirit, the paper incorporates all of the foregoing approaches and offers some guidelines, while suggesting a more fundamental reform is a prior task. Our attention will focus on preservice teacher education programs, although many of the suggestions could apply equally well to inservice programs, and clearly there must be a conceptual linkage between the two levels of teacher education programs.

As noted, there exist published attempts to specify with varying degrees of detail qualities or competencies that a secondary teacher of social studies should have and from which teacher education program standards could be inferred (Performance Education 1973; Suggested Criteria 1974). Doubtless other similar unpublished documents produced by individual institutions exist. It would seem impossible, if not inappropriate, for a position paper to develop a detailed and extensive listing of very specific standards that could fit neatly all the special needs, resources and idiosyncrasies of the over 1200 institutions in this country which prepare teachers. Rather, the intention is to provide a standards framework that could serve as a common discussion focus for all institutions, regardless of the administrative structures they employ, the approaches to learning they emphasize, or the state man-

dates under which they operate. The intention also is not to enumerate tests, anecdotal procedures, interview procedures, and the like which might suffice to produce appropriate evidence of the maintenance of standards.

## Two Traditions of Standards

Consider the following definition of "standard", taken from the Random House Dictionary of the English Language: "Standard - an authoritative principle or rule that usually implies a model or pattern for guidance, by comparison with which the quantity, excellence, correctness, etc., of other things may be determined." The concept of a standard reflected in our definition implies an ultimate level of ability or competence to which one aspires. Heroes, mythical and real, super-achievers in areas such as professional sports and in categories that make their way into the Guinness Book of World Records, theoretical boundaries and ideal models that scientists and scholars ascertain, all represent standards in the sense of an ultimate basis for comparison. In this respect, a standard becomes the final benchmark against which to judge the relative effectiveness, competence, accomplishments, or overall quality of a program.

A competing perspective regards standards as norms for individuals, groups or professions to observe or as "quality-control" tests to be passed. Typically, for example, police departments set minimum height and weight tests for applicants, the U.S. Food and Drug Administration requires certain pharmacopia test results to certify drugs as pure, and school districts frequently require such things as tuberculan test results as a condition of employment. Standards, in this second sense, may be absolute as are those which regulate the length of a foot or relative as are the ones that establish speed limits from time to time. Similarly, such standards may be viewed as having a range of tolerance such as the current standard for obscenity, or as being categorical such as the standard for "on" and "off".

These two tranditions of standards -- let us call them the "excellence tradition"

and the "quality-control tradition" -- both are tightly woven into the fabrics of the social studies literature. The 1971 NCSS Standards, for example, reflect a mix of both traditions. It is beyond the scope of this paper to trace the emergence of the traditions over the years, but suffice to say both have always been present, though one may have been dominant in a particular era.

Let us assume for the moment that one wishes to argue for either of the two approaches to standards as an exclusive alternative. It is a given that social studies teacher education programs operate within an institutional framework that is responsible to some degree to the larger society for its activities and the quality of its graduates as they impact on society. Consequently, the quality-control aspect of standards will continue to be essential. The current movement toward competency-based standards primarily has shifted the attention from the number and types of courses as a measure of quality control to the number and types of experiences verified or competencies demonstrated. Not surprisingly, many institutions adapted quickly to the movement by adjusting their rhetoric and by itemizing the discrete experiences, activities and assignments embeded in their courses, where necessary translating freely from the old language to the new.

In either case, society through its agents such as state program-approval agencies is requesting some clear test as a way to insure that standards are being maintained. To the degree that the profession is unable to demonstrate that its quality-control mechanisms reflect the most advanced monitoring techniques possible, while at the same time defending their maintenance, there is likely to remain public pressure for "better" standards.

On the other hand, more specificity in requirements, more extensive listing of norms and more rigorous evidence of testing procedures are likely to please noone, including social studies teachers, unless there is substantial evidence that such an approach to standards has a beneficial impact. Clearly, unless more of the "better" and fewer of the "poorer" social studies teachers emerge from the quality-control

process, it will not receive wide acceptance nor much respect.

In sum, the position taken in this paper is that a teacher education program should address both traditions of standards. It should reflect standards of excellence and standards of quality-control and it should be capable of rating candidates in relation to both levels of standards.

## Enforcement of Standards

There are two basic critical points at which an undergraduate teacher education program is called upon to bring standards to bear - when a candidate attempts to enter and to complete a program. These entry and exit points require both different standards and different cost/benefit considerations. Furthermore, all those who collaborate in setting and enforcing the standards must understand the balance between the two. An institution, for example, may set very few standards for entrance to a program on the grounds that the institutional costs are far outweighed by the benefits to be gained from "late-blooming" students who profit from a school's exceptional program. Unless it redresses the usual balance between entry and exit standards by careful attention to exit policies, however, it runs the risk of operating a substandard program. In considering the suggestions for entry and exit standards, it is important, therefore, to keep in mind the balance and relationship between the two and other factors that an institution may wish to consider. Similarly, any set of circumstances may cause an institution to waive the maintenance of standards, for whatever reasons, without denying the overall validity of them.

## PROGRAM ENTRY STANDARDS

Among the many important general characteristics of a prospective teacher, let us assume three to be of primary importance, intellect, an integrated personality, and a capacity for growth, and three to be of slightly lesser importance, academic potential, a social service commitment, and an ability to communicate effectively

orally and in writing. There are many ways obviously to interpret such characteristics, as well as to gauge their level among students.

In our first cluster, we have three characteristics that represent how intelligent our candidate is, how stable he or she is emotionally and how likely he or she is to continue to grow intellectually and emotionally. While these are hardly unique professional desiderata, they are extremely important in a helping profession with continual interpersonal pressures, changing demands, and a commitment to encourage people to develop and respect intellect. The fact that these three qualities relating to intellect, personality and growth are so difficult to define operationally makes them no less vital and worthy of our assessment.

Our second cluster of qualities deal with the potential of the candidate to perform successfully what he or she will ask others to do - be a student and work hard at it, the degree to which he or she is prepared to accept the responsibility of being of service to others, and finally his or her competency in expressing ideas to others, adults as well as young people. These are qualities especially directly related to the job of teaching of the sort that Griggs, et al vs. Duke Power Company (1971) seemed to envision (Quirk 1976).

## Standards

1. The program should require of the candidate evidence of exceptional intellectual ability. The bases for determining exceptionality and the procedures used to gather candidate data may be broadly construed, but they should be objectively assessed.

2. The program should require of a candidate some evidence of personality integration and general emotional stability. Norms for decision-making should not be based on some ideal personality typology, but rather should incorporate widely agreed upon personality features. Examples might be a positive self-concept, a feeling of self-efficacy and other critical job-related personality variables such as empathic

concern. The bases for establishing norms and gathering data may be broadly construed, but they should be objectively assessed.

3. The program should require of a candidate some evidence that the candidate is intellectually curious and seeks out new learning experiences, though not necessarily in an academic context.

4. The program should require of a candidate some evidence that he or she has academic potential. While the easiest way to demonstrate this potential may be by pointing to past results, other rationale may be equally appropriate and provisions for alternative ways to demonstrate potential should be provided.

5. The program should require of a candidate some evidence that he or she is willing to make a commitment to be of service to others. This would involve minimally, evidence that the candidate recognizes teaching is largely a service or helping profession and is willing to commit oneself to be of service to youngsters and others.

6. The program should require of a candidate some evidence that he or she is able to communicate effectively with others orally and in writing. Emphasis should be placed upon functional communication, and the procedures used to gather data may be broadly construed but they should be objectively assessed.

## Quality Control vs. Excellence

To be sure, these are not simple constructs to be measured precisely like calibrations on an S.A.T. score. At their most extreme negative point, however, these standards do enable us to say to a candidate "Our best evidence indicates that you are intellectually dull, consumed with emotional problems, have shown few signs of growing as an individual, for whatever reason have not (or are not) doing well as a student, appear to have little or no interest in being of service to others, and speak and write only with great difficulty. Therefore, we must deny you admission

to the secondary social studies teacher education program."

From a quality-control perspective, a program reflecting the entrance standards discussed would be expected to demonstrate operational assessment procedures, norms and weighings for various standards. Furthermore, it would be expected that the norms established would exceed those expected of a cross section of society's members.

A program that had established corresponding standards of excellence for entrance into a program would be expected to provide evidence of ideal characteristic typologies. These together would constitute a profile of what the institution considers excellence to be in terms of intellect, an integrated personality, capacity for growth, academic potential, a social service commitment, and an ability to communicate effectively orally and in writing. Each candidate then would be assessed in relation not only to quality-control standards but standards of excellence as well.

## PROGRAM EXIT STANDARDS

Our attention now shifts more to the responsibilities of a teacher education institution to provide appropriate experiences as well as to maintain entrance standards or to screen applicants carefully. To the extent that an institution has set minimal quality-control entrance standards, it increases the importance of monitoring carefully exit policies. For purposes of considering exit standards, it is necessary to assume that a candidate already has met the entry standards postulated. Some of the same standards will continue to preoccupy us, even though we assume a candidate will grow, not regress.

Our list now is much longer, reflecting as it should the weight of the experiences that a program should help a prospective teacher acquire. In addition to the six areas which occuplied our attention in the discussion of entrance standards, there obviously are a number of other qualities associated with social studies

teaching to which a teacher education program might contribute. In this section, our discussion is organized under three headings: Attitudinal Standards, Academic Expertise Standards and Professional Expertise Standards.

## Attitudinal Standards

A number of different personality factors have been lumped together in this section. We return to three standards discussed earlier, dealing with personality integration, a capacity for growth and a commitment to service. The assumption is that once candidates have met the entrance standards in these areas, they will continue on a positive course. Reassessment of the standards relating to these characteristics tests the asumption.

Two new important attitudinal standards appear: enthusiasm and sensitivity for the rights and concerns of others. Enthusiasm as an important variable in successful teaching has been documented formally (Rosenshine and Furst 1973, p. 156) and informally. In a pluralistic society committed to political equality, it is imperative that a teacher of social studies evidence sensitivity for the rights and concerns of both sexes and various minority, religious and ethnic groups, along with a respect for different opinions and the right of free speech. These are cornerstones of the American democratic creed.

To some extent, a teacher education program may nurture these attitudinal qualities in its candidates, and it should model them through its policies and representatives. To a great extent, however, its primary responsibilities will be to insure that candidates meet the standards that the institution establishes in order to complete their program.

1. The program should require of a candidate some evidence that he or she has a positive self-concept and a positive teaching self-concept. Feedback on assessments in these areas should be provided periodically, along with specific suggestions for remedial action, if appropriate.

2. The program should require of a candidate evidence of enthusiasm for teaching in general and specifically for the daily teaching of social studies and working with students in classes. Apart from self-testimonials and systematic classroom observations, a variety of unobtrusive measures may be used to assess enthusiasm, such as degree of participation in unassigned teaching-related activities.

3. The program should require of a candidate evidence of general emotional stability and especially of capability to cope effectively with stressful situations. Successful emotional performance over a sustained period of stress would be an example of meeting this standard.

4. The program should require of a candidate evidence of being a growthful person; that is, of seeking out new learning experiences, of being intellectually curious and of continuing to have a positive view of the utility of knowledge and education.

5. The program should require of a candidate evidence of a commitment to be of service to others. Formal or anecdotal data should be provided demonstrating that a candidate regards teaching as a helping profession in which a principal responsibility of the teacher is to be of service to adolescents and young adults.

6. The program should require of a candidate evidence of sensitivity for the rights and concerns of both sexes and diverse minority, religious, political, social, and ethnic groups. At least, part of the evidence should be supplied in the context of interactions with the different groups cited. The intent should not be to promote a homoginization of attitudes towards such groups, but to require respect for their right to full social and political participation in our democracy.

## Academic Expertise Standards

While all might agree on the value of a well-rounded liberal education, its shape and scope is likely to be the subject of much debate. What suffices to prepare

one individual broadly for civility and an appreciation of humankind's accomplishments over the ages may appear to provide only a veneer of superficial glibness for another. Well-roundedness with respect to knowledge is thought to be a good thing, but it seems to be difficult to define. It is suggested that a broad-brush framework for a liberal education might be thought of as including an education in the natural sciences, the humanities, the social sciences, and an alternative cultural perspective. This framework identifies three nonspecially areas of knowledge with which a secondary social studies teacher is to become conversant.

In a real sense, the typical preservice social studies teacher can have no area of specialization. The term "specialization" connotes intensive mastery of a body of knowledge comparable to that of other basic practicioners in the area. Since secondary social studies teachers typically are certified (and thus are assumed to be competent) to teach any related school subject in grades 7-12, and since these grades encompass courses that draw upon many areas of specialization, a no-win dilemma emerges. Should a teacher be well versed in one topic and have little or no knowledge of other subjects or be acquainted broadly with a wide variety of subjects but master of none? In the first case, the teacher will be well equipped perhaps for one area of grade 7-12 offerings, but ill prepared for others. Our second case presents a teacher generally prepared for all course contingencies but theoretically well prepared for none. Neither alternative seems satisfactory.

One compromise would be to require at least one program or unit of study from each area of the social sciences, from the field of American history, from at least two other non-American history fields, a program or unit of study which deals with vital contemporary social issues from an interdisciplinary focus, and a concentration of work in one specific area. The assumption upon which this collection of suggested requirements is based is that a social studies teacher requires at least one well-grounded disciplinary perspective from which social phenomena may be viewed. As squabbles among scholars testify, it is a moot point as to which disciplinary per-

spective is superior.

Pursuing a systematic interdisciplinary study directed toward contemporary issues may help both to demonstrate the interrelationship of knowledge, as well as how social data can be functional in our daily lives. In a similar view, all the subject-matter experiences should emphasize the development of problem-solving expertise and the ability to communicate effectively orally and in writing.

1. The program should require a core of general education work in the following areas: the humanities, the natural sciences and alternative cultural perspectives. Options should be allowed and variety provided. Reality experiences such as spending time in another culture, learning a second language, visiting and studying original materials, and the like should be provided insofar as resources allow.

2. The program should require a core of specialty work encompassing the following areas: each of the social sciences, American history, two additional areas of non-American history, and an area of concentration of the candidate's choice.

3. The program should require an interdisciplinary unit of study directed toward significant contemporary social issues.

4. The program sequence, and offerings whether provided through modules, experiences units, courses, or the like, should be organized into a logical progression and a unified experience, taking into consideration the candidate's perspective as an non-specialist and as a potential teacher of social studies.

5. The program should provide frequent opportunities for the development of problem-solving expertise.

6. The program should provide frequent opportunities for the development of the ability to communicate increasingly effectively orally and in writing.

7. The program should provide some experiences in working and understanding diverse social communities and in confronting different world outlooks.

## Professional Expertise Standards

Discussion of professional expertise specifically related to social studies teaching raises a troublesome question that will be mentioned only in passing. To what extent are there professional expertise needs of teachers of social studies that are distinctly different from those of other teachers? We will beg the question here and only touch upon major experiences that seem essential for teachers of social studies.

Our discussion in this section will focus upon four broad areas of program provisions: conditions for the development of teaching expertise; experiences in working with and learning about school related populations (apart from students in classrooms); experiences in developing competence in using a repertoire of instructional strategies, teaching roles, and methods for assessing variables within the classroom and in locating and creating appropriate teaching resources; and information concerning past, present and projected conditions, forces, trends and issues in the profession. Program provisions in all four areas should reflect the merger of theory and practice, emphasizing the former but grounding it in the latter. Throughout, the program should reflect John Dewey's maxim, "Practical work should be pursued primarily with reference to its reaction upon the professional pupil in making him a thoughtful and alert student of education, rather than to help him get immediate proficiency. For immediate skill may be got at the cost of power to go on growing (1976, p. 7)."

1. The program should require non-teaching school experiences prior to the time that a formal commitment to the teacher education program is made.

2. The program should provide a multi-phase entrance to full-time teaching experiences under controlled and monitored conditions. A candidate should have the opportunity to practice increasingly more complex tasks based upon theoretical premises, with opportunities to analyze the effects of theoretical application. Levels of monitoring and control should decrease as a candidate achieves increasing proficiency.

3. The program should require experiences in working with and learning about school-related populations in non-teaching formats. Specifically, candidates should interact with various teachers, administrators and other school staff, parents, students, and other community members under different conditions.

4. The program should provide an integrated pattern of experiences for developing competence in a basic repertoire of instructional strategies and teaching roles, as well as in methods of assessing and controlling variables within the classroom and of locating appropriate teaching resources. The pattern of offerings should incorporate most recent knowledge within the field and should be based upon some logical model or schema borrowed from the professional literature and should reflect an integrated whole rather than just a collection of courses, competencies or the like. In this context, "teaching roles" refer to those generalized patterns of behavior dealing with such tasks as planning lessions, questioning, evaluating, and the like. Variables within the classroom include elements such as social emotional climate, sexism and racism, interaction patterns, behavior patterns, and developmental factors.

5. The program should provide many different examples of excellence in social studies teaching under diverse conditions.

6. The program should require a core of work dealing with past, present and projected conditions and issues within the larger context of the profession and specifically dealing with the field of social studies education. Personalities and problems within the profession should be discussed, as well as alternative points of view on key issues.

7. Where possible, the program should demonstrate the continual relationship of theory to practice in teaching, developing grounded theory through trial and error practice.

8. The program should include an explanation of the distinctions that have been made between the scope of teacher education experiences that are considered appropriate for preservice training and those for inservice training, along with a statement of rationale for the distinctions.

9. The program should demonstrate a mechanism for on-going monitoring of the components and modifying them when appropriate.

## Quality Control vs. Excellence

Quality control at the terminus point of the program requires that an institution be prepared to certify minimally that a candidate has certain significant qualifications that noncandidates do not. We can view the final result as a gestalt of qualifications, a list of competencies to be acquired or a collection of experiences and accomplishments grouped under course titles. The administrative structure used to generate and maintain the program or the nomenclature attached to its components or even the approach to learning that dominates the instruction in the program are to a large degree peripheral to the issue of standards. On the whole, standards should transcend fads and trends in structures, labels and general schema for the admission, training and assessing of teacher candidates.

For standards to be significant at the quality control level, there must be evidence that procedures exists for each standard whereby a candidate can be judged to be better prepared than noncandidates in relation to a set of program norms. At a fundamental level it also must be demonstrated that the standards are reasonable and are job related. A final related requirement is that the institution demonstrate some defensible rationale for the proportionate weighing of each standard and the presence of a mechanism to monitor the maintenance of the program and the ongoing validity of the quality controls.

Maintaining standards of excellence in relation to exit policies is a more challenging task to analyze. What we are asking for is a statement about candidates not comparison with nonqualified noncandidates but in relation to some ideals that we identify for the profession. This task requires the combined talents of the dreamer and the technician; the former to spin images and profiles, the later to measure their dimensions and chart their substance. Their combined efforts would

enable a program to say, "Candidate Morgenstern not only has acquired all of the necessary competencies (or gotten all A's in all of her courses), but has the following profile when considered in relation to the standards of excellence our program has established for each of its components."

Admittedly, standards of excellence applied to candidates tell as much about the institution as its graduates. Furthermore, they require an institution to create ideal typologies, and consequently to be prepared to defend them. In short, they force an institution's staff to dream a bit, to articulate their findings and to explain why they are legitimate.

There is a need and a role for both types of standards. Standards of quality control and excellence can contribute in different ways to the maintenance and improvement of the profession and its teacher education programs.

Standards Profile-Sheet Summary

| STANDARDS | Evidence of Standard in Program (Supported Evidence Attached) | | Adequacy of Standard | |
|---|---|---|---|---|
| | Quality-Control | Excellence | Quality-Control (1-7 scale) | Excellence (Present, Not present, Exemplary) |
| **Entry** | | | | |
| 1. Intellectual Ability | | | | |
| 2. Personality integration | | | | |
| 3. Growthfulness | | | | |
| 4. Academic potential | | | | |
| 5. Service commitment | | | | |
| 6. Effective communication | | | | |
| **Exit** | | | | |
| Attitudinal | | | | |
| 1. Positive self-concepts | | | | |
| 2. Enthusiasm | | | | |
| 3. General emotional stability | | | | |
| 4. Growthfulness | | | | |
| 5. Service Commitment | | | | |
| 6. Sensitively for rights & concerns | | | | |
| Academic Expertise | | | | |
| 1. Core of general education | | | | |
| 2. Core of speciality work | | | | |
| 3. Interdisciplinary study | | | | |
| 4. Logic of program sequence | | | | |
| 5. Opportunities for development of problem-solving | | | | |
| 6. Opportunities for development of effective communication | | | | |
| 7. Experiences with diverse perspectives | | | | |
| Professional Expertise | | | | |
| 1. Non-teaching school experiences | | | | |
| 2. Multi-phase entrance to full-time populations | | | | |
| 3. Integrated pattern of teaching experiences | | | | |
| 4. Examples of excellence | | | | |
| 5. Core of professional education | | | | |
| 6. Demonstration of relationship of theory to practice | | | | |
| 7. Statement of relationship of pre-service and inservice education | | | | |
| 8. Monitoring and modifying mechansim | | | | |

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